



Pupil Premium Strategy

The Pupil Premium Grant (PPG) is national funding identified to diminish the difference in attainment between those pupils and students eligible for the grant and other pupils. Those eligible are those identified as eligible for Free school Meals (or recorded as Ever 6 Free School Meals), or are Looked After, or are adopted from care, or are children of parents serving in the armed forces.

The funding comes into school in the form of a lump sum grant based upon the numbers of students within each criteria of eligibility. It varies from year to year.

Schools, whilst being held accountable for the spending of the PP, have the autonomy in which to decide how the grant should be spent to support these individual and groups to raise their achievement. At Pendock CE Primary in the wider context the grant will also support raising achievement across the school as we focus upon the needs and levels of progress and achievement for all students. The Virtual School for Looked After Children retains a percentage of the full allocated amount for any Looked After Children. The school is able to request the balance of this allocation to fund agreed resources or interventions to support the child's learning and wellbeing.

Allocation of the funding will follow the key aims and principles of the school whilst targeting key groups and individuals within the eligible criteria. It will be based on responses to the school's self-evaluation data on attainment, achievement and progress as well as supportive data and information about the personal, social, health and well-being needs of individual groups and pupils who meet eligible criteria

The pupil premium grant is included in the school's budget plans and will be considered for use to provide:

- 1:1 and small group Teacher/Teaching Assistant support and interventions specifically linked to Maths, English or behaviour
- To purchase other professional support and resources e.g. counselling, CAMHS services to deliver additional esteem, confidence, anger management and mental health and emotional well-being support
- Additional Curriculum resources and ICT software specifically linked to the development of English and Maths
- Funding / part funding school visits
- Specific ICT Equipment and software to support Teaching and Learning eg communication devices and tablet devices
 - Enrichment activities such as after school clubs (where the school doesn't provide this) and other short break activity such as residentials
- Breakfast Club
- Staff Professional Development that impacts directly upon teaching and learning
- Assessment and tracking in order to show progress and the value added from use of the PPG
- Additional activities such as music and vocal tuition
- School Uniform Grants

The school's provision mapping will aid in identifying the range of activities and interventions available at any point in time of a students' 'journey' through school and these may change over time.

Recording of PPG targeted use and spending is held for budget expenditure monitoring.

The school's analysis of assessment and attainment data identifies individuals who may require additional intervention activity in order to address their barriers to learning and diminish any 'gaps' that may be in evidence as well as the school knowledge of individuals, their families and circumstances that may also warrant additional support measures to diminish these 'gaps'. The analysis of attainment and achievement and knowledge of individuals will identify the impact of the PPG and whether it has proven successful. Evidence may be found for inspection purposes in Provision, PEP review meetings (Looked After Children), tracking data, reports plus anecdotal evidence and evidence of on-going daily activity.

Governors have a role in approving the overall strategy of how the Pupil Premium Grant (PPG) is spent. They will hold the head to account for implementing the strategy and will expect to receive reporting on its allocation and use. In doing so Governors should be able to broadly account for the PPG funding the school receives and the impact it is intended to have on the pupils it will be spent on.

The Head will be expected, with support from teachers, to retain overall responsibility for the strategy, its monitoring, reporting and evaluation.

Class teachers with the support of teaching assistants will retain a responsibility for evaluating and identifying individual progress of pupils and will contribute to report the identification of those who may require specific intervention activity.

All staff have a clear expectation within their role and responsibilities to maintain relationships and knowledge of individual pupils within school and feedback progress and any concerns to teaching staff.

In addition the DfE require schools to publish on-line information about how they have used their PPG allocation and will be explicitly judged on its use within the context of achievement during an OFSTED inspection.

The impact of the PPG will be monitored and evaluated within school. The Headteacher will report to Governors at regular Full Governing Body meetings as an agenda item. Parents will be reported to regarding their child's progress at least annually and will be informed during Parent Teacher consultations on the need for any intervention programmes to support their child's progress further.

Further action that is required on a whole school basis will be pursued within the context of school improvement planning.